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ABSTRACT

The Academics Plus Program, which stresses basic skills, discipline and dress codes, homework assignments, promotion requirements, and special parent conferences, served more than 10,000 students in 29 elementary and middle/junior high schools in 1979-1980. There is a single-school model (Fitler) and a multi-school model (28 other schools). A comprehensive survey of program principals, teachers and parents in spring, 1980 indicated there was satisfactory implementation of all major program elements. In achievement on citywide tests in 1980, the single-school model showed improvement over 1979 performance in both total reading and total mathematics at every grade except one (status unchanged) across grades 1 through 7. Average percentile ranks in 1980 in total reading ranged from 54 to 76, and in total mathematics from 55 to 86. In the 22 full-program schools, in 1980 there was improvement over 1979 in at/above national norm performance in total reading for grades 1, 3, 4, 5, 6 and 8 and in total mathematics in grades 1, 3, 5, and 6. (Author/GK)

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TECHNICAL SUMMARY:

EVALUATION OF
THE ACADEMICS PLUS PROGRAM

1979-1980

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Report #8106
July,1980

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ABSTRACT

This program, which stresses basic skills, discipline and dress codes, homework assignments, promotion requirements and special parent conferences, served more than 10,000 students in 29 elementary and middle/junior high schools in 1979-1980. There is a single school model (Fitler) and a multi-school model (28 other schools). A comprehensive survey of program principals, teachers and parents in Spring, 1980 indicated there was satisfactory implementation of all major program elements, i.e., regarding frequency of homework assignments and parent report card conferences, basic skills emphasis, promotion and grading policies, attendance, and discipline and dress codes.

In achievement on citywide tests in 1980 the single school model (Fitler) showed improvement over 1979 performance in both Total Reading (4 to 29 percentile ranks) and Total Mathematics (2 to 27 ranks) at every grade except one (status unchanged) across grades 1-7. Average percentile ranks in 1980 in Total Reading ranged from 54 to 76, and in Total Mathematics from 55 to 86.

In the 22 full-program (i.e., not just selected classes) schools, including Fitler, in 1980 there was improvement over 1979 in at/above national norm performance in Total Reading (1 to 23 percentage points) Grades One, Three, Four, Five, Six and Eight, and in Total Mathematics (2 to 10 percentage points) in Grades One, Three, Five and Six.

TECHNICAL SUMMARY:

EVALUATION OF THE ACADEMICS PLUS PROGRAM, 1979-1980

PROGRAM DESCRIPTION

The Academics Plus Program is committed to the goal of building within each child a sense of responsibility, confidence, pride in accomplishment, and a positive self-image through academic achievement in a quiet and orderly setting. As a means to this end, the program places major stress on the basic skills, good study habits, a strict discipline and dress code, regular homework assignments, minimum essentials requirements for promotion, and regular teacher-parent conferences.

The program operates in two distinct forms; there is a single school model (Fitler) which involves the entire school in Grade 1-7, and a multi-school model (28 other schools), some of which are partial-program sites. During 1979-1980 the Academics Plus Program served more than 10,000 students in 29 elementary and middle/junior high schools.

TECHNICAL SUMMARY:

EVALUATION OF THE ACADEMICS PLUS PROGRAM, 1979-1980

I. PROGRAM IMPLEMENTATION

A. Responses to Implementation Survey

TABLE 1

Number (N) and Percentage (%) of Teachers Responding to Implementation Survey by Grade in Eighteen Elementary Schools. (Three respondents failed to report their grade. One-hundred and Eighty-four teachers responded (36%); of these questionnaires, 167 (33%) were capable of being analyzed.)

G R A D E	N	%
1	25	15
2	24	14
3	28	17
4	27	16
5	29	17
6	25	15
7	5	3
8	3	2
Total N	166	100

Summary statement: Questionnaires for teachers, principals and parents connected with the Academics Plus Program were developed by the Early Childhood Evaluation Unit. They were disseminated for the first time during the school year 1979-1980. The purpose of the questionnaire was to document perceived implementation, i.e.,

respondents' perceptions regarding the type and extent of required activities being conducted in the major areas of the Academic Plus Program across all participating schools. The questionnaires were distributed to 29 schools and returns were received from 26 schools (18 elementary and 8 secondary). All questionnaires were submitted anonymously.

Usable responses were received from 167/516 (32%) of the elementary teachers; 57/230 (25%) of the secondary teachers; 15/18 (83%) of the elementary principals; and 5/8 (63%) of the secondary principals.

The parent questionnaires were distributed by school personnel at the school sites. Eighteen elementary and eight middle/junior high schools were involved. The 26 schools received a total of 3,518 parent questionnaires to distribute; 802 were returned and 782 (22%) were analyzable.

(Note: The Academics Plus Program served approximately 10,500 students in the total 29 elementary and middle/junior high schools in 1979-1980.)

B. Homework Frequency

TABLE 2

Number (N) and Percentage (%) of Elementary Teachers (ET) and Secondary Teachers (ST)*Reporting the Number of Days Homework**was Given during the Week in Eighteen Academics Plus Elementary Schools and Eight Middle/Junior High Schools.

Less Than Once A Week				One Or Two Times A Week				Three Times A Week				Four or Five Times A Week			
ET		ST		ET		ST		ET		ST		ET		ST	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	4	7	1	1	12	21	4	2	18	32	162	97	23	40

*In addition, both elementary and secondary principals in these same schools reported almost identical information regarding the assignment of homework. Fifteen (100%) of the elementary principals and four (80%) of the secondary principals reported that teachers gave homework four to five times a week.

**One of the stated goals of the Academics Plus Program is that "Homework will be assigned regularly in each subject matter and at all levels."[1] "The Goals of the Academic Plus Program"[2] further state that "Academics Plus Schools will assign homework ... on a daily basis." Fridays and holidays may be an exception to this.

TABLE 3

Number (N) and Percentage (%) of Parents Reporting the Number of Days Homework was Given during the Week in Eighteen Elementary and Eight Middle/Junior High Schools. (37 Responses missing = 5%)

Never		One or Two Days a Week		Three Days A Week		Four or Five Days A Week	
N	%	N	%	N	%	N	%
16	2	33	4	80	10	616	79

Summary statement: 97% of the elementary teachers and 100% of the elementary principals reported students were given homework 4 or 5 times a week. Forty percent of the secondary teachers and 80% of the secondary principals indicated this amount of homework. Seventy-nine percent of all parents indicated that homework was given this frequently.

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[1]"Passport to Academics Plus," Dr. Michael P. Marcase
The School District of Philadelphia, 1976

[2]"The Goals of The Academics Plus Program."
A Statement produced by the Office of Supportive and Instructional Programs.

C. Homework Completion (Fitler only)

TABLE 4

Percentage of Fitler School Students Who Completed 75% of their Homework Assignments as Reported by their Teachers.

G R A D E	Percentage of Students Reported Completing 75% of Their Homework Assignments
1	97
2	98
3	74
4	87
5	67
6	95
7	78
8	100
Across Grades 1 - 8	85%

Summary Statement: 85% of the students were graded as satisfactorily completing 75% of the homework assignments.

D. Parent Report Card Conferences

TABLE 5*

Number (N) and Percentage (%) of Teachers Reporting Various Levels of Parent Participation in Two or More Report Card Conferences.

No Parents In Attendance		1/4 of Parents In Attendance		1/2 of Parents In Attendance		3/4 of Parents In Attendance		More than 3/4 In Attendance	
N	%	N	%	N	%	N	%	N	%
0	0	5	3	7	4	28	17	124	76

*Reporting pupil progress to parents is another stated goal of the Academics Plus Program and provision for "parent-teacher conferences at least twice a year" is expected in this program.

TABLE 6

Number (N) and Percentage (%) of Elementary Principals (EP) and Secondary Principals (SP) Reporting Various Levels of Parent Involvement in At Least Two Report Card Conferences.

No Parents In Attendance				1/4 of Parents In Attendance				1/2 of Parents In Attendance				3/4 of Parents In Attendance				More than 3/4 In Attendance			
EP		SP		EP		SP		EP		SP		EP		SP		EP		SP	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	7	19	2	14	22	61	0	0	3	8	0	0	1	3	12	86	3	8

TABLE 7

Number (N) and Percentage (%) of Parents Reporting Various Level of Attendance at Teacher Report Card Conferences in Twenty-Six Schools.

No Conferences		At Least One Conference		At Least Two Conferences		At Least Three Conferences		Four or More Conferences	
N	%	N	%	N	%	N	%	N	%
68	9	118	15	416	53	94	12	70	9

Summary statement: 74% of all parents reported at least two parent-teacher conferences. Ninety-three percent of the elementary teachers reported at least three-quarters of the parents had two or more report card conferences. Eighty-six percent of the elementary principals said more than 3/4 of the parents attended at least two conferences; 61% of the secondary principals said at least 1/4 of the parents attended two conferences.

E. Parent-School Contacts

TABLE 8

Number (N) and Percentage (%) of Elementary (ET) and Secondary Teachers (ST) in Twenty-Six Schools Reporting Various Levels of Parent Contacts* with School Personnel. (Eleven Teachers did not Respond to this Questionnaire.)

No Parent Contacts				1/4 of Parents Made Contacts				1/2 of Parents Made Contacts				3/4 of Parents Made Contacts				More than 3/4 Made Contacts			
ET		ST		ET		ST		ET		ST		ET		ST		ET		ST	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2	1	17	31	88	54	28	51	42	42	7	13	13	8	1	2	17	11	2	4

*Contacts typically reported were exchange of written communication, volunteering in the classroom or at home, telephone contacts and accompanying children on class trips.

Summary statement: 96% of the elementary and 64% of the secondary teachers reported that between one-quarter and one-half of the parents had contact with the school other than report card conferences.

F. Student Promotions

TABLE 9

Number (N) and Percentage (%) of Elementary Teachers and Principals in Eighteen Academics Plus Schools Reporting that Student Promotion* was Determined by the Attainment of Minimum Essentials Levels for Each Grade in Language Skills and Mathematics (Seventeen Teachers did not respond.)

SUBJECT	TEACHERS				PRINCIPALS			
	N Yes	% Yes	N No	% No	N Yes	% Yes	N No	% No
Language Skills	146	91	15	9	14	93	NR	
Mathematics	150	93	12	7	14	93	NR	

*The stated goals of the program indicate that students must meet minimum essentials requirements in order to be promoted.

TABLE 10

Number (N) and Percentage (%) of Secondary Teachers and Principals in Eight Middle/Junior High Academics Plus Schools Reporting that Student Promotion was Determined by the Attainment of Minimum Essentials Levels for Each Grade in Language Skills and Mathematics.

SUBJECT	TEACHERS				PRINCIPALS			
	N Yes	% Yes	N No	% No	N Yes	% Yes	N No	% No
Language Skills	30	86	5	14	4	80	NR	
Mathematics	26	90	3	10	4	80	NR	

Summary statement: Over ninety percent of the elementary teachers and principals and 80% or more of the secondary teachers and principals reported that student promotion was determined by the attainment of minimum essentials levels for Language Skills and Mathematics.

G. Correspondence of Letter Grades and Instructional Levels

TABLE 11

Number (N) and Percentage (%) of Teachers in Eighteen Elementary Schools Reporting that Report Card Grades Assigned Corresponded to Instructional Levels as Suggested for Academics Plus Schools. *(Seven Teachers did not Respond.)

TEACHERS			
YES		NO	
N	%	N	%
161	99.	2	1

*Actual instructional levels corresponding to letter grades during report periods were recorded for two years by the Office of Supportive and Instructional Programs. A chart detailing the expected relationship between letter grades and mathematics and reading competency levels based on these was sent to all participating Academics Plus Schools. Teachers were expected to follow the guidelines and assign letter grades corresponding to instructional levels attained at each report period.

Summary statement: 99% of the elementary teachers reported that they adhered to the current instructional-levels-guide when assigning letter grades.

H. Time Alloted for Language Skills and Mathematics

TABLE 12

Elementary Teachers and Principals Reporting the Amount of Time Usually Spent Each Day on Language Skills and Mathematics Instruction in Eighteen Academics Plus Elementary Schools*

TIME SPENT DAILY	LANGUAGE SKILLS				MATHEMATICS			
	Teachers		Principals		Teachers		Principals	
	N	%	N	%	N	%	N	%
Between 15-30 Minutes	0	0	0	0	3	2	0	0
More Than 30 but less than 60	33	20	1	7	102	62	9	60
60 Minutes or More	133	80	13	93	60	36	6	40

*One of the objectives stated in the "Goals of the Academics Plus Program," is that Academics Plus Elementary Schools will offer 60 minutes of Language Skills and Mathematics instruction daily.

Summary statement: 80% of the elementary teachers and ninety-three percent of the elementary principals reported that 60+ minutes of Language Skills instruction occurred daily. Sixty-two percent of the elementary teachers and sixty percent of the elementary principals reported that more than 30, but less than 60 minutes of Mathematics instruction occurred daily.

I. Behavior Ratings (Fitler only)

TABLE 13

Percentage of Fitler School Pupils Receiving a Rating by Their Teachers of "C" or Above for Behavior during the 1979-1980 School Year.

G R A D E	Percentage Receiving "C" or Better Rating
1	97
2	87
3	96
4	98
5	82
6	100
7	100
8	100
Across All Grades	95%

Summary statement: across Grades One through Eight 95% of the pupils received a teacher rating of "C" or better for behavior.

J. Methods of Implementing Behavior, Dress and Attendance Policies

TABLE 14

Various Methods Used for Program Implementation of the Discipline and Classroom Behavior Codes as Reported by Principals of the Eighteen Academics Plus Elementary (EP) and Eight Middle/Junior High Schools (SP). (A blank (-) entry indicates no response.) Note that Table gives numbers only, not percentages.

Method Used	Occurrence Categories Showing Number of Principals Reporting							
	Frequently		Occasionally		Rarely		Not Applicable	
	EP	SP	EP	SP	EP	SP	EP	SP
Assembly Programs	3	2	6	3	5	-	1	-
Printed Brochures	2	1	9	4	4	-	-	-
Individual Pupil Conferences	12	4	1	1	1	-	-	-
Parent Group Meetings	6	-	8	-	1	-	-	-
Suspensions, Expulsions	1	3	7	-	4	2	3	-
Student Councils, Organizations	7	2	3	2	3	1	2	-
Theme Days, Fairs, etc.	2	-	9	2	4	1	-	1
Faculty Meetings	9	2	6	2	-	1	-	-
Non-Teaching Personnel (Counselors, School Community Coordinator, etc.)	7	4	6	1	2	-	-	-

TABLE 15

Various Methods Used for Program Implementation of the Dress Code as Reported by Principals of the Eighteen Academics Plus Elementary (EP) and Eight Middle/Junior High Schools (SP). (A blank (-) indicates no response; again note that only N's not %'s appear in the Table.)

METHOD USED	Occurrence Categories by Number of Principals Reporting							
	Frequently		Occasionally		Rarely		Not Applicable	
	EP	SP	EP	SP	EP	SP	EP	SP
Assembly Programs	7	2	5	2	3	1	-	-
Printed Brochures	3	2	5	2	5	1	1	-
Individual Pupil Conferences	5	4	5	1	4	-	1	-
Parent Group Meetings	4	-	7	-	4	-	-	-
Suspensions, Expulsions	-	1	1	1	3	3	1	-
Student Councils, Organizations	7	2	4	2	1	1	3	-
Theme Days, Fairs, Etc.	4	-	7	3	3	1	1	1
Faculty Meetings	4	1	9	3	1	1	1	-
Non-Teaching Personnel (Counselors, School Community Coordinator, etc.)	5	1	5	4	3	-	2	-

TABLE 16

Various Methods Used for Program Implementation of the Attendance Policies as Reported by Principals of the Eighteen Academics Plus Elementary (EP) and Eight Middle/Junior High Schools (SP). (A blank (-) indicates no responses; note again that only N's not %'s appear in the Table.)

METHOD USED	Occurrence Categories by Number of Principals Reporting							
	Frequently		Occasionally		Rarely		Not Applicable	
	EP	SP	EP	SP	EP	SP	EP	SP
Assembly Programs	3	2	6	2	4	1	2	-
Printed Brochures	3	1	5	3	6	1	1	-
Individual Pupil Conferences	8	5	6	-	-	-	1	-
Parent Group Meetings	6	-	2	-	6	-	1	-
Suspensions, Expulsions	1	2	-	1	5	2	9	-
Student Councils, Organizations	3	2	5	2	2	1	5	-
Theme Days, Fairs, Etc.	3	-	4	2	4	2	4	1
Faculty Meetings	4	2	6	3	5	-	-	-
Non-Teaching Personnel (Counselors, School Community Coordinator, etc.)	7	3	5	2	1	-	2	-

Summary statement: the majority of the elementary and secondary principals reported that the method of implementation most frequently used for addressing the behavior code and attendance policies was individual pupil conferences. Parent meetings, student organizations, faculty meetings and the services of non-instructional personnel were frequently used also. The most frequent means of dealing with the dress code appeared to be assembly programs and student organizations at the elementary level, while individual conferences continued to predominate at the secondary level.

K. Attendance

TABLE 17

Average Daily Attendance (ADA*) of Twenty Academics Plus Schools** for the Month of April;*** 1978-1979 and 1979-1980.

Y E A R	AVERAGE DAILY ATTENDANCE - APRIL
1978-1979	90%
1979-1980	90%

* Kindergarten and Special Education Pupils are excluded.

** Includes the following full-program (i.e., not just selected classes) schools in the Academics Plus Program:

M. Washington, Girard-Poe, J.S. Jenks, Thomas Jr. High; Blaine, Heston, Mann, H. A. Brown, Ferguson, Fitler. Pennel, Franklin, Howe, J. Brown, Crispin, Fox Chase; Lawndale, Moore, Solis-Cohen and Wilson Jr. High. (Note that Fitler is included also)

*** April is used as a typical month according to past School District practice.

TABLE 18

The Average Daily Attendance (ADA) for Academics Plus Fitler Pupils in Each Grade (One to Eight) for the Period from September, 1979 to April 1980.

G R A D E	AVERAGE DAILY ATTENDANCE (%)
1	93
2	91
3	93
4	90
5	92
6	95
7	93
8	93
Overall	92

Summary statement: average daily attendance (ADA) data available for 20 schools was 90% for both 1978-1979 and 1979-1980 during the month of April (considered typical). At Fitler across Grades One through Eight the overall ADA from September 1979 to April 1980 was 92%.

L. Dissemination of Program Information

TABLE 19

Number (N) and Percentage (%) of Elementary (EP) and Secondary Principals (SP) Reporting Various Types of Information Dissemination Activities and Recipients.

FORM/TYPE OF DISSEMINATION	POPULATION RECEIVING INFORMATION	SP		EP	
		N	%	N	%
Printed Material — Dress Code	Student	5	100	13	87
Printed Material — Discipline Code	Student	5	100	13	87
Leaflet — "Passport to Academics Plus"	Parents	4	80	13	87
Academics Plus Report Card	Parents/ Students	-	-	13	87
One to Five or More Short Printed Information Materials	Parents	4	80	13	87
School Discipline Code — Posted in Office	Students	4	80	9	60

TABLE 20

Number (N) and Percentage (%) of Parents Reporting Having Received Printed Material about the Dress Code, Discipline and the Leaflet "Passport to Academics Plus." (Five Responses are Missing.)

RECEIVED		DID NOT RECEIVE	
N	%	N	%
611	78	166	21

Summary statement: between 60% and 100% of the principals reported that written information had been disseminated to pupils and parents. Information pertained to dress code, discipline and the Special Academics Plus Report Card. Seventy-eight percent of the parents reported receiving this information.

M. Attendance at Parent Partnership Meetings

TABLE 21

Number (N) and Percentage (%) of Parents Reporting Attendance at Parent Partnership Meetings* this Past School Year. (Twelve Responses Missing = 2%.)

Number of Parent Partnership Meetings Attended	N and Percent of Parents Attending	
	N	%
0	369	47
1	135	17
2	126	16
3+	140	18

*Parent Participation in all aspects of the program is one of the stated goals. Participation in the Parent Partnership program is expected of parents.

Summary statement: About one-half of the parents reported that they had attended at least one parent partnership meeting.

II. PROGRAM ACHIEVEMENT

A. Performance of Twenty-Two Full-Program Schools on Citywide Tests

(Percentages below 16th and at/above 50th percentiles)

TABLE 22

Percentage of Academics Plus Pupils in Grades One through Eight in Twenty-Two Schools* Scoring Below the 16th Percentile (<16) and At or Above the 50th Percentile (≥50) on Total Reading and Total Mathematics — Citywide Testing (California Achievement Test, CAT, February 1979, 1980.)

	TOTAL READING		TOTAL READING						TOTAL MATHEMATICS					
Grade	N 1979	N 1980	<16th*** 1979	1980	Diff.	≥50th 1979	1980	Diff	<16th** 1979	1980	Diff.	≥50th 1979	1980	Diff.
1	1209	1161	8	7	-1	57	59	+2	9	7	-2	65	67	+ 2
2	1324	1236	6	6	0	66	61	-5	7	6	-1	71	67	- 4
3	1455	1259	15	11	-4	46	52	+6	14	10	-4	54	64	+10
4	1427	1401	16	13	-3	45	47	+2	21	16	-5	42	41	- 1
5	1469	1407	22	16	-4	34	37	+3	21	15	-6	39	44	+ 5
6	1549	1435	18	13	-5	36	40	+4	21	16	-5	38	44	+ 6
7	819	791	14	9	-5	49	48	-1	13	15	+2	51	46	- 5
8	843	856	13	12	-1	48	49	+1	17	17	0	45	40	- 5
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

*Includes the following full-program (i.e., not just selected classes) schools in the Academics Plus Program:
M. Washington, Girard-Poe, W. D. Kelley, J. S. Jenks, Thomas Junior High, Blaine, Heston, Mann, H. A. Brown, Ferguson, Fitler, Pennell, Franklin, Howe, J. Brown, Crispin, Fox Chase, Lawndale, Moore, Solis-Cohen and Wilson Junior High. (Note that Fitler is included in the list.)

**N's for Total Reading and Total Math were almost identical Across the grades, scores were available for a Total N of 10,872 in 1979, and 10,300 in 1980.

***Note that minus changes in <16th %ile performance represent improvement.

Summary statement: in the 22 elementary and middle/junior high schools which participate as full schools (i.e., not just selected classes) in the Academics Plus Program, including Fitler, the percentage of low achieving (below the 16th percentile) pupils decreased from 1979 to 1980 in grades one through eight by 1-5 percentage points (except for no change in Grade 2) in Total Reading, and in Grades One through Six by 1-6 percentage points in Total Mathematics. Grades showing the greatest increase in pupils scoring at/above the national norm from 1979 to 1980 were One, Three, Four, Five, Six and Eight in Total Reading (1-6 percentage points), and Grades One, Three, Five, and Six in Total Mathematics (2-10 percentage points). Grades Two and Seven showed a decrease (-5,-1 respectively) in the percentage of students above the national norm in Total Reading from 1979 to 1980, and in Total Mathematics there were decreases in Grades Two, Four, Seven and Eight (-1 to -5). In February, 1980 the range of percentage at/above national norms in Total Reading was 37-61% in every Grade; the corresponding range in 1979 was 27-66%. In Total Math the range was 41-67% in every Grade; in 1979 the corresponding range was 38-71%.

B. Fitler. Percentile Ranks on Citywide Tests

TABLE 23

Percentile Rank (PR) of the Mean in Total Reading and Total Mathematics in Grades One through Seven in the Academics Plus Fitler School, Citywide Testing (CAT), February, 1979, 1980.

	N's/YEARS		TOTAL READING			TOTAL MATHEMATICS		
GRADE	1979 N*	1980 N*	1979 (PR)	1980 (PR)	Change (PR)	1979 (PR)	1980 (PR)	Change (PR)
1	43	32	64	75	+11	76	86	+10
2	50	46	70	76	+ 6	80	83	+ 3
3	63	47	70	74	+ 4	81	83	+ 2
4	53	60	60	65	+ 5	55	55	0
5	51	55	43	54	+11	59	67	+ 8
6	45	37	60	67	+ 7	80	82	+ 2
7	47	53	43	72	+29	53	80	+27

*N = the number who completed all subtests that year.

Summary statement: from 1979 to 1980 the percentile rank (PR) of the mean increased in every Grade, One through Seven, by 4-29 percentile points in Total Reading and by 2-27 points in Total Math, except Fourth Grade (no change) in the latter area. PR's in Total Reading in February, 1980 showed a range of 54-76 across Grades 1-7; the corresponding range for 1979 was 43-70. In Total Math in 1980 across these grades, the percentile range was 55-86; in 1979, 53-81.

C. Competency Levels - Fitler

TABLE 24

Fitler Academics Plus Program
Achievement In Reading and Mathematics Competency

Percentage of Fitler Students in Grades One through Eight who Gained Two or More Pupil Competency Levels in the Scott Foresman Reading Series and the Philadelphia Mathematics Levels Tests between Fall, 1979 and Spring, 1980.

Grade	N's	Percentage of Pupils Gaining Two or More Levels in Reading	Percentage of Pupils Gaining Two or More Levels in Mathematics
1	34	56%	82%
2	45	62	51
3	46	54	74
4	60	12	78
5	55	22	53
6	38	26	92
7	54	7	67
8	37	49	100

Summary statement: between 50 and 100% of the pupils in Grades One through Eight gained two or more competency levels on the Philadelphia Mathematics Levels Tests in 1979-1980. Between 49% and 62% of the pupils in Grades One, Two, Three and Eight gained two or more competency levels in the Scott Foresman Reading Series. In Grades Four, Five, Six and Seven, 26% or fewer pupils gained two or more competency levels in Reading during the school year.

D. Phonics Mastery - Fitler

TABLE 25

Number and Percentage of Academics Plus Fitler Students Achieving Mastery on the Sight and Sound Phonics Inventory May, 1980.*

Grade	Number Achieving Mastery	Percentage Achieving Mastery
1	16	47%
2	36	82
3	19	43
4	25	47
5	40	74
Total	136	60%

*Phonics Form A was given in Grades One and Two and Form B was given in Grades Three, Four and Five. Mastery is defined as Mastery of all three subtests on Form A and all Six Subtests on Form B. (Many pupils in Grades Two and Five — the upper limit grades for each form — may "top out" on the instruments.)

Summary statement: across Grades One through Five an average of 60% of the pupils achieved mastery at the end of the school year on the Phonics A (Grades One and Two) and Phonics B (Grades Three through Five) inventories. In Grades One, Three and Four the percentage attaining mastery was 43-47%; in Grades Two and Five the percentages were 82% and 74% respectively, but this may represent a ceiling effect.